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### Teacher's P.E.T. (Peer Education Team)

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Meghan Sharkey, BSN, RN, CMSRN

## BACKGROUND

- Educators are constantly finding ways to improve clinical practice through education and uses many avenues to disseminate information.
- The clinical nurse educator is responsible for filtering information provided in system-wide committees and assigning education valuable to their individual unit.
- Peer-to-peer teaching shows nurse-led initiatives affects nurse confidence, empowerment of peer educators, and accountability for completion of education.
- A peer education team (P.E.T.) was created to aid the RNs with the process of accessing and completing online modules.

## RESEARCH PURPOSE

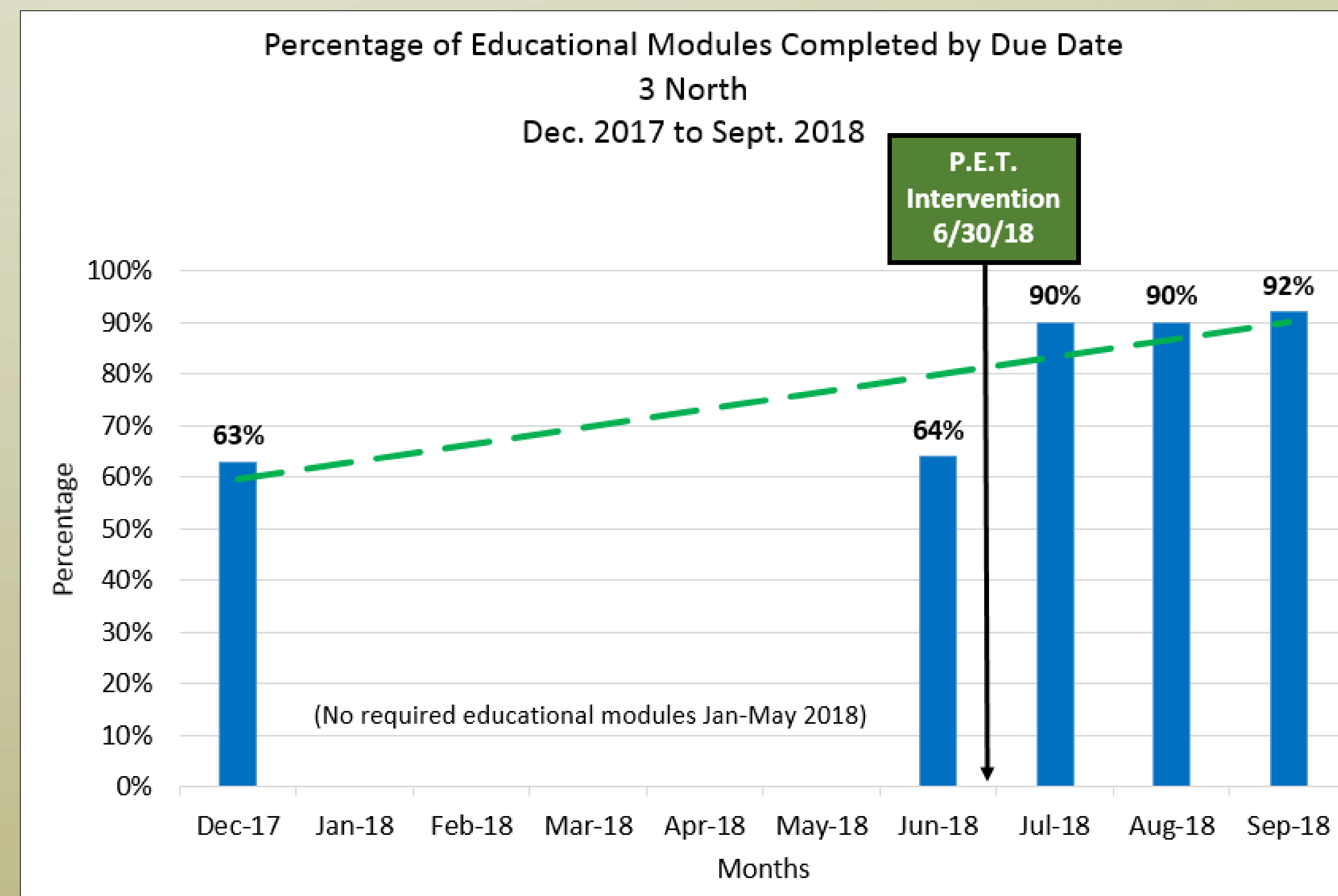
- Analyze the effectiveness of RN peer-to-peer education on shifts when the clinical nurse educator was unavailable to facilitate completion of mandatory electronic education modules.
- Explore the experiences of RN peer-to-peer educators on shifts when the clinical nurse educator was not working.

## METHODS

- Mixed methods exploratory descriptive comparative study
- A team of RN peer educators was created to help facilitate the completion of online education.
- The clinical educator communicated with the peer education team (P.E.T.) when new education was assigned.
- The P.E.T. would help nurses to navigate modules, clarify any questions regarding material, and hold their peers accountable for the online learning. (Figure 1).
- Open-ended questionnaire developed to explore RNs' perceptions



**Figure 1. Rose Delice, BSN, RN, CMSRN, P.E.T. member (standing), facilitates completion of online educational modules with RN peers**



**Figure 2. Educational module completion rate (3 North)**

## RESULTS

- Pre-intervention timeframe (Dec. 2017-Jun. 2018), the rate of educational module completion was 63.5%.
- During the post-intervention timeframe (Jun.-Sept. 2018), the rate of educational module completion was 90.7%. (Figure 2).
- A 42.8% increase in the online educational module completion rate was attained through P.E.T.
- Peer educators voiced through an open-ended survey they most frequently assisted nurses who had trouble accessing modules
- The P.E.T found the most common barrier to online education was finding time to complete modules

## CONCLUSION

- The P.E.T. successfully improved the completion rate for mandatory education using peer-to-peer interaction
- The nurses who participated in P.E.T. have impacted the way education on the unit is received by nurses.
- Peer-to-peer education proved to be a successful way to disseminate information and hold nurses accountable for completing educational modules.

## IMPLICATIONS FOR PRACTICE

- Enhanced patient safety through the expansion of knowledge and evidence-based research.
- Empower nurses to expand their knowledge
- Create a culture of higher learning as a standard of practice
- Continue to assist in the rollout of education and help peers to use evidence-based practice on the unit

## REFERENCES

Available upon request

